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# A Study of the Influencing Factors Causing Teachers to Change Teaching Positions

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A STUDY OF THE INFLUENCING FACTORS  
CAUSING TEACHERS TO CHANGE  
TEACHING POSITIONS

---

A Thesis  
Presented to  
the Graduate Faculty  
Central Washington State College

---

In Partial Fulfillment  
of the Requirements of the Degree  
Masters of Education

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by  
John A. McKay  
August 1966

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APPROVED FOR THE GRADUATE FACULTY

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## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

In teaching it is rather easy to change from one teaching position to another. In most school districts in the United States, the annual turnover rate is 15 to 20 percent of the school faculty (10:11).

#### I. THE PROBLEM

With this percentage of turnover, the possibilities of maintaining an educationally sound school system are hampered. Along with the education program, there is the problem of the recruitment of new personnel. It is true that a small percentage of staff turnover is beneficial; however, when one out of five or six teachers leaves a teaching staff, it is a burden to the district and to the educational program affecting the students.

Since there is an annual migration of teachers from one school district to another, the purpose of this study will be to discover some valid answers and to determine some sound hypotheses concerning teacher turnover.

Statement of the problem. In the development of certain hypotheses, it is hoped to determine the basic factors influencing the reasons why teachers change

teaching positions.

Hypotheses. 1. A teacher leaves a school district because he believes that there is more opportunity for advancement in his field by changing to another district.

2. The salary schedule is not a primary factor in determining whether a teacher will select one teaching position over another.

Importance of the study. With this study, there is an attempt made to develop reasons why teachers move. This study will be of benefit and interest to administrators, as well as to the placement bureaus of the teachers' colleges, in the state. The collected data will be helpful to determine the possible selection of applicants by administrators and in recommendations made by the placement offices.

Assumptions. It was assumed in this study that teacher mobility was caused and was not merely the result of random decision making.

It was assumed that the teachers were honest and reasonably accurate in completing the questionnaire.

Limitations. The study was limited to the investigation of the reasons why teachers changed teaching positions. Limitations imposed on the participants were that the teachers have between one and six years of teaching experience, indicated a desire to, and did, change teaching

positions between the 1964-65 and the 1965-66 school year, and were graduates of Central Washington State College.

## II. DEFINITIONS OF TERMS USED

Advancement. Advancement would be attained if the teacher had gained a desired position in the education profession; it may be a better teaching, extra-curricular or supervisory position. This change would be from a lower to a higher area of educational service, usually involving increased responsibility and higher salary.

Teacher mobility. The term teacher mobility would apply to teachers moving from one school district to another.

Teacher turnover. This term would mean the loss and the subsequent replacement of teachers in a school district.

## CHAPTER II

### REVIEW OF THE LITERATURE

This chapter is a review of the professional literature dealing with the causes of turnover, mobility, and the selection of a teaching position by teachers. Most of the available literature is of a recent origin, dealing mainly with teacher turnover as a contributing factor to the shortage of qualified public school teachers. The review of literature is analyzed in three sections: the problems caused by teacher turnover, the causes of teacher turnover, and the reasons for selecting or remaining at a teaching position.

#### I. LITERATURE ON THE PROBLEMS CAUSED BY TEACHER TURNOVER

In a survey by the National Education Association concerning mobility, it was noted that a teacher moving was considered a major problem. The article states that a teacher moving:

... doesn't mean a loss to the profession but rather, creates problems of recruitment and orientation for school systems concerned, almost as serious as if the teacher had left the profession (13:142).

In a similar study by Andree, it was stated that:

The shortages of teachers is not caused by the great increase in school population, the reason is

teacher dropouts and turnover (1:326).

Browning in an article stated that teacher turnover was a two-fold problem:

The terrific turnover of teachers means, first of all, that much of the expensive and time consuming recruitment effort must be repeated annually. Second it means that the vast majority of terminating teachers are leaving before the district has gotten its money's worth out of them. Up to the time of their departures, these teachers spend much of their time adjusting to district policies and accumulating experience they need to learn so they can teach effectively. The first few years, their salaries represent the districts investment in their future. When they leave after a year or two, much of that investment goes with them (3:80).

Along with the time, effort, and loss of investment, Moore and Walters stressed the administrative problems associated with staff mobility.

It has been said that 50 percent of the entire task of administering a school system has been completed when an efficient staff has been selected and that the major portion of the remaining 50 percent is devoted to in-service improvement of the staff. Since the selection and recruitment of personnel is of such significance and is primarily the responsibility of local administration, one might well consider them as a major problem of local administration (12:179).

After determining that authorities were concerned with the turnover of teachers, investigation was made into the causes of teacher turnover.

## II. CAUSES OF TEACHER TURNOVER

According to a study made by Mason and Bain concerning teacher turnover in Michigan, it was found that, "although

teacher turnover was less than social workers and nurses, the average rate was 17 percent" (7:385). The finding would mean that approximately one out of every six teachers either changes a teaching position or left the profession annually.

The causes of this mobility in the profession were mainly related to such things as the size of the school district, the size of the community, or the proximity to an urban area. A study, involving 8,664 teachers in 43 New England school districts, revealed that there was a range in turnover rates from 1.2 percent to 21.4 percent, depending on the size of the school district (5:169). Carters, in indicating the significance of school size upon turnover of staff, stated:

In the larger school systems there is a fairly constant turnover of 8 percent. In schools with fewer than 10 teachers, the average was 30 percent. It was found that turnover in some school districts ranged as high as 80 percent (6:13).

In a similar study by Lindenfeld, it was found that staff turnover was definitely related to school size.

School district size is the one variable most closely related to school district separation rates. Lower rates of turnover tend to be found in large districts and higher rates in smaller districts (11:18).

In reviewing figures published in the Washington Education Association Salary Survey for 1965, it was determined that teacher turnover between 10 and 15 percent was fairly common among school districts having enrollments of more than 1,000 students. (See Table I, page 7) When

TABLE I  
AVERAGE PERCENT OF TEACHER TURNOVER IN WASHINGTON STATE

Number of students enrolled in school district	Percent of teacher turnover
Less than 99	35.0
Between 100 and 249	29.7
Between 250 and 999	20.0
Between 1,000 and 2,499	15.3
Between 2,500 and 4,999	13.3
Between 5,000 and 8,999	12.7
Between 9,000 and 19,999	12.1
Greater than 20,000	11.7

This table was computed from figures taken from the Washington Education Association Salary Survey for 1965, pp. 56-63.

enrollments dropped below 1,000 students, teacher turnover increased up to an average as high as 35 percent in school districts with less than 99 students enrolled.

To support the premise that the size of the school district was a major factor in causing teacher turnover, Lindenfeld concluded that, "there was slight evidence of a direct relationship between teacher turnover and the characteristics of school districts other than their size" (11:12).

It was found that there was, along with school district size, a positive relationship between staff mobility and the size of the community in which the teacher lived and taught. In a survey by the National Education Association conducted in 1956, it was determined that:

...teachers in districts serving the large urban communities had a median of 13.0 years of teaching experience in the same system, while those systems serving districts in the smallest urban areas had a median of 5.5 years of teaching experience in the same system (14:18).

Another factor that could possibly contribute to teacher mobility would be a teacher's salary. In a survey by Bruce concerning teacher turnover in the Arkansas Public Schools, it was concluded that:

Higher salaries offered by other districts and the family change of residence were major factors involved in causing teachers to move. Professional advancement and dissatisfaction in the teaching environment were felt to be important, but not primary in causing teacher turnover (4:412).



However, according to Lindenfeld, salaries were not a major factor in causing teacher turnover. It was stated that:

There was little relationship, for example, between the proportion of teachers who left their jobs and the average salary paid or the pupil-teacher ratio prevailing in the school system (11:14).

Important also when considering the mobility of teachers was a fact emphasized by Lindenfeld. The mobility of teachers between school districts:

... reflects in part the high degree of mobility of the American labor force. Workers move from one geographical location to another and from one kind of job to another. This holds true especially for the college-educated portion of the labor force, from which teachers are largely drawn (11:4).

A study by the National Education Association indicated that a teacher during the first five years of teaching experience will, on the average, move after the second or third year of teaching in one district (14:18).

In another study conducted by Hunter concerning teacher turnover among beginning teachers, it was found that:

... there was evidence collected that showed that many beginning teachers looked upon teaching not as a career, but as a stepping stone to some other field (9:22).

The findings by Hunter and those by Lindenfeld concerning the mobility of the college-educated labor force pose a serious problem to education leaders.

After investigating the causes of teacher turnover, a review of the reasons why teachers select a teaching position were investigated.

### III. REASONS FOR SELECTING AND REMAINING AT A TEACHING POSITION

A study conducted by Berry was concerned with the reasons why teachers selected a specific school district over other districts. (See Table II, Page 11) Geographical location of the teaching position was a primary factor in selecting a teaching position according to the findings of Berry. Other important factors influencing a teacher to select a position were the salary schedule, teaching assignment, and personnel policies.

In the study by Browning, it was noted that to determine the one cause the teacher remained or left a teaching position was difficult. Browning concluded that:

... the matter of staying or leaving must ultimately be determined by the personal outlook of the individual rather than by outstanding detractions of the district. Teachers stay, evidently, because they feel the district's advantages (primarily financial) outweigh its faults (primarily organizational). Teachers quit because of personal necessity-usually-but also because some feel the good points of the district are outweighed by its faults (3:80).

According to Browning, factors that were considered causes for moving were usually: (1) to accept a more desirable position, (2) to travel, (3) to return to

TABLE II

FACTORS MOST INFLUENTIAL IN AIDING CANDIDATES TO  
REACH THE DECISION TO ACCEPT THEIR PRESENT POSITIONS

FACTORS	RANK First choice	If decision had to be made again
Geographical location of district	1	2
Salary schedule	2	3
Grade level or subject field	3	5
District personnel policies	4	1
Impression made during interview with district representative	5	13.5
Quality of educational leadership	6	4
Opportunity for advancement	7	13.5
School plant appearance and facilities	8	6
Availability of position at time	9.5	19
School staff friendliness	9.5	16
The community size	11	
Educational philosophy of district	12	10.5
Size of school	13.5	16.5
Familiarity with community	13.5	16.5
Class size	15	8
Availability of living accommoda- tions	16.5	19
Availability of assistance	25	13.5
Extent of extra curricular activities	27	9
Recreational activities	29.5	10.5

Source: Study made by U.C.L.A. by Aubrey Berry, Director of Educational Placement. First column show basis upon which jobs were accepted. Second column was gained by a follow-up of some 400 teachers, eight months after initial employment.

school, and (4) the dislike of the administration. Browning did not consider salary as a major factor for leaving a school district (3:81).

The factors that Browning considered important in causing a teacher to remain in a school system are the direct financial rewards, the teaching atmosphere and the progressive spirit of the school district (3:81).

#### IV. SUMMARY OF CHAPTER II

The following statements are findings discovered in a review of related literature.

1. Teacher turnover is closely related to the size of the school district and the size of the community.
2. Teacher turnover reflects the high mobility rate of the college-educated labor force.
3. Disagreement exists among the authorities as to the importance of the salary schedule as a cause of teacher turnover.
4. Geographical location was a primary factor in selecting a teaching position.
5. School district leadership is an important factor causing teachers to leave a teaching position.

## CHAPTER III

### PROCEDURES USED IN THE STUDY

The purpose of this study was to determine the factors causing teachers to change teaching positions. In order to determine these factors, it was first necessary to select and to secure a population sample. The following limitations were imposed to insure the most valid results: (1) the teacher had to have between one and six years of teaching experience, (2) the teacher had to have contacted the Central Washington State College Placement Office, indicating a desire to change his teaching position, (3) the teacher had to have accepted a new teaching position in another school district for the 1965-66 school year, and (4) the teacher had to be a Central Washington State College graduate.

The questionnaire. A list of questions were developed, from investigation of other similar studies, from the placement director of Central Washington State College, and from personal experiences associated with changing teaching positions.

Following these findings a questionnaire was developed into three sections. The intent of the first section of the questionnaire was to inquire into the general background of the past and present teaching

positions. Questions were also asked about the general aspirations of the teacher in the profession.

The second section of the questionnaire was intended to evaluate the past and present teaching positions on a five point scale. This section was divided into three sub-sections dealing with the teaching position, the community, and the personal aspirations of the teacher.

The third section of the questionnaire was intended to determine if the teacher agreed with some suggested hypotheses about the causes of teachers changing teaching positions.

To achieve a high rate of response, the questionnaire was kept short and concise. Only six of the 46 questions required the participant to write a short answer. Space at the end of the survey was provided for those to print their name and address if they wished a brief summary of the results.

A brief introductory letter, indicating the purpose of the study, the source of information for their names, and the need for their cooperation in completing the survey, was sent. A reminder letter restated the need for their cooperation and requested that they complete the survey.

Data gathering. There were 76 teachers who qualified under the limitations imposed. The questionnaire,

an introductory letter, and a self-addressed, business reply envelope was sent on October 21, 1965. A reminder letter which also included an introductory letter, questionnaire, and self-addressed, business reply envelope was sent on November 20, 1965.

Response to the questionnaire mailed on October 21, 1965, to 76 teachers, was 44 replies (57.9%). Thirty-two additional questionnaires were mailed on November 20, 1965, with 12 additional replies to make a total of 56, 73.7 percent, returned questionnaires. Four participants' questionnaires were disqualified because they were found to be outside the imposed limitations. The total number of questionnaires used in the study was 52, 68.5 percent of the original group selected.

Each participant was given an opportunity to request a brief summary of the results of the survey. Forty-six, 88.5 percent, indicated that they wished this service. A summary was sent to them on May 18, 1966.

Treatment of the data. After the data had been gathered according to plan, it became necessary to analyze the responses.

Response to the first part of the questionnaire--dealing with teacher background and future aspirations--was tabulated, summarized, converted to percentages, and retabulated.

Responses to the second section of the survey-- dealing with evaluation of the past and present teaching position on a five point scale--were tabulated, summarized, converted to percentages, grouped and retabulated. An index of agreement was established as follows: 5 points for excellent, 4 points for good, 3 points for satisfactory, 2 points for fair, and 1 point for poor. Ratings 4 and 5 were grouped together and labeled very good. A rating of 3 remained as satisfactory, while ratings 1 and 2 were grouped together and labeled as fair to poor.

Responses to the last part of the questionnaire-- dealing with the possible hypotheses on causes of teachers changing teaching positions--were tabulated and converted to percentages.

Summary. It has been the purpose of this Chapter to present the procedures used in this study. The data collected were subjected to various separate and combined analyses in an attempt to ascertain the prevalent situation with regard to the causes of teachers changing teaching positions.



## CHAPTER IV

### ANALYSIS OF DATA

The purpose of this Chapter is to present the data gathered and to present an analysis of these findings.

#### I. BACKGROUND

Table III, on page 18, reveals that 57.7 percent of the participants in this study had between two and three years of teaching experience. This would indicate that most of the participants changed teaching positions after the second or third year of teaching.

Most of the teachers, 57.6 percent, had experience on the junior high level, while only 21.2 percent had teaching experience at the primary level. Nearly two thirds, 59.6 percent of the teachers had only taught on one level, while 80.8 percent had changed their teaching position for the first time. Twenty-one teachers, 50.4 percent of the group responding were not teaching at the same grade level as at the previous position.

Table IV, on page 19, indicated that teachers generally moved to a larger faculty, that summer school was not an influencing factor in deciding to leave or select a new position, and that there was a 21.2 percent increase in the number of teachers who moved to within a

TABLE III  
DATA ON TEACHING EXPERIENCE

Item	Number of Participants	Percent of Participants
Years of teaching experience:		
one year	5	9.6
two years	17	32.7
three years	13	25.0
four years	8	15.4
five years	<u>9</u>	17.3
	52	
Teaching experience at different levels:		
primary level	11	21.2
intermediate level	20	38.4
junior high level	30	57.4
senior high level	25	48.1
Combined experience at different levels:		
one level of experience	31	59.6
two different levels	12	23.1
three different levels	4	7.7
four different levels	<u>5</u>	9.6
	52	
Teaching experience at different school districts:		
two different districts	42	80.8
three different districts	10	19.2
four different districts	<u>--</u>	- -
	52	
Change from previous grade level taught to:		
a lower grade level	8	15.4
the same grade level	31	59.6
a higher grade level	<u>13</u>	25.0
	52	

TABLE IV  
DATA ON OTHER PROFESSIONAL FACTORS

Factor	Past position		Present position		Percent of change
	#	%	#	%	
Number of faculty members in school building:					
less than 10	6	11.5	4	7.7	-3.8
between 10 and 20	21	40.4	15	28.0	-11.6
between 20 and 30	12	23.1	14	26.9	3.8
between 30 and 40	7	13.5	8	15.4	1.9
greater than 40	6	11.5	11	21.2	9.7
	<u>52</u>		<u>52</u>		
Distance from summer school:					
less than 25 miles	8	15.4	8	15.4	-
between 25 and 50 miles	4	7.7	7	13.6	5.9
between 50 and 100 mi	12	23.1	8	15.4	-7.7
between 100 and 200 mi	18	34.6	16	30.8	-3.8
greater than 200 miles	10	19.2	13	25.0	5.8
	<u>52</u>		<u>52</u>		
Distance from Metropolitan area:					
less than 25 miles	14	26.9	25	48.1	21.2
between 25 and 50 miles	10	19.2	8	15.4	-3.8
between 50 and 100 mi	10	19.3	6	11.5	-7.7
between 100 and 200 mi	13	25.0	10	19.2	-5.8
greater than 200 miles	5	9.7	3	5.8	-3.9
	<u>52</u>		<u>52</u>		
Geographic region:					
western Washington	27	52.9	26	51	-1.9
central Washington	16	31.4	10	19.6	-11.8
eastern Washington	3	5.9	1	1.9	-4.0
Oregon	2	3.9	2	3.9	-
California	2	3.9	6	11.8	7.9
other regions (Alaska, etc.)	1	2.0	6	11.8	9.8
	<u>52</u>		<u>52</u>		
Size of community					
less than 1,000	17	32.7	4	7.7	-25.0
between 1,000 & 5,000	12	23.1	9	17.3	-5.8
between 5,000 & 10,000	10	19.2	13	25.0	5.8
between 10,000 & 30,000	10	19.2	17	32.7	13.5
greater than 30,000	3	5.8	9	17.3	11.5
	<u>52</u>		<u>52</u>		

25 mile radius of a metropolitan area. Over one-half, 51.0 percent of the teachers sampled were teaching in western Washington. There was a migration of 11.8 percent from central Washington.

Table V, on page 21, which is a tabulation of data on personal aspirations, indicated that 59.6 percent of the participants desired to continue teaching. Nine-tenths, 92.2 percent, of the participants preferred to teach at a grade level higher than the primary grades. Athletic coaching, 30.7 percent, was indicated as a major desired extra-curricular activity. Sixty-seven point two percent of the teachers preferred to teach in western or central Washington.

Again as indicated in Table IV, Table V reveals that teachers prefer to live and teach in fairly large towns and cities.

TABLE V  
DATA ON PROFESSIONAL ASPIRATIONS

Goal in the profession	Number of participants	Percent of participants
Grade level desired:		
primary	4	7.8
intermediate	13	25.0
junior high	8	15.4
senior high	16	30.8
college	10	19.1
administration	<u>1</u>	1.9
	52	
Administrative level desired:		
remain as teacher	31	59.6
counselor	7	13.4
administrator	11	21.2
supervisor	<u>3</u>	5.8
	52	
Extra-curricular activity:		
athletic coaching	16	30.7
music director	6	11.6
drama director	2	3.8
student activities director	9	17.4
no extra-curricular activity	<u>19</u>	36.5
	52	
Geographic region desired:		
western Washington	25	48.0
central Washington	10	19.2
eastern Washington	3	5.8
Oregon	4	7.7
California	4	7.7
other regions (Alaska, etc.)	<u>6</u>	11.6
	52	
Size of community desired:		
less than 1,000	3	5.8
between 1,000 and 5,000	7	13.5
between 5,000 and 10,000	14	26.9
between 10,000 and 30,000	19	36.5
greater than 30,000	<u>9</u>	17.3
	52	
Size of faculty desired:		
less than 10	-	- -
between 10 and 20	5	9.6
between 20 and 30	10	19.2
between 30 and 40	19	36.5
between 40 and 50	6	11.6
greater than 50	<u>12</u>	23.1
	52	

## II. EVALUATION OF THE PAST AND PRESENT TEACHING ENVIRONMENT

The intent of this section of the questionnaire was to determine what percent of improvement was perceived between the past teaching position and present teaching position.

In developing a method of determining a favorable change from the past position to the present position, a difference of percent in the very good rating was found.

An improvement of 20 percent or more was considered primary in influencing a teacher to leave a teaching position. An improvement of between 10 and 19.9 percent was considered a secondary cause of changing teaching positions.

Table VI, on page 23, dealing with the adequacies of the position, reveals that the professionalism of the faculty--21.2 percent of improvement, the administration's leadership ability-- 26.0 percent of improvement, and the faculty morale--27.5 percent of improvement were all primary factors possibly causing teachers to leave their past position or in selecting their new teaching position.

Secondary factors were administration's effort to help new teachers--16.0 percent of improvement, reasonable non-teaching duties--19.6 percent of improvement, equality of teaching load--13.4 percent of improvement, and salary

TABLE VI  
ADEQUACIES OF THE POSITION

Item	Ratings	Past position		Present position		Percent of change
		#	%	#	%	
Professionalism of the faculty:						
	Very good	22	42.3	33	63.5	21.2
	Satisfactory	17	32.7	14	26.8	
	Fair to poor	<u>13</u>	25.0	<u>5</u>	9.7	
		52		52		
Cohesiveness of the faculty:						
	Very Good	28	53.8	29	55.7	1.9
	Satisfactory	13	25.0	15	28.9	
	Fair to poor	<u>11</u>	21.2	<u>8</u>	15.5	
		52		52		
Participation in faculty functions:						
	Very good	32	61.6	25	48.1	-13.5
	Satisfactory	11	21.2	21	40.4	
	Fair to poor	<u>9</u>	17.2	<u>6</u>	11.5	
		52		52		
Administration's administrative ability:						
	Very good	20	40.0	33	66.0	26.0
	Satisfactory	14	28.0	13	26.0	
	Fair to poor	<u>16</u>	32.0	<u>4</u>	8.0	
		50		50		
Faculty morale:						
	Very good	17	33.3	31	60.8	27.5
	Satisfactory	16	31.4	11	21.6	
	Fair to poor	<u>18</u>	35.3	<u>9</u>	17.6	
		51		51		
Administration's effort to help new teachers:						
	Very good	21	42.0	29	58.0	16.0
	Satisfactory	10	20.0	13	26.0	
	Fair to poor	<u>19</u>	38.0	<u>8</u>	16.0	
		50		50		

TABLE VI (continued)

Item	Ratings	Past position		Present position		Percent of change
		#	%	#	%	
Reasonable non-teaching or extra duties:	Very good	24	47.0	34	66.6	19.6
	Satisfactory	20	39.3	15	29.4	
	Fair to poor	7	13.7	2	4.0	
		<u>51</u>		<u>51</u>		
Independence in classroom procedure:	Very good	43	82.7	44	84.7	2.0
	Satisfactory	7	13.5	6	11.5	
	Fair to poor	2	3.8	2	3.8	
		<u>52</u>		<u>52</u>		
Equality of teaching load:	Very good	30	57.7	37	71.1	13.4
	Satisfactory	10	19.3	9	17.1	
	Fair to poor	12	23.0	6	11.6	
		<u>52</u>		<u>52</u>		
Adequate teaching aids and materials:	Very good	23	44.3	26	50.0	5.7
	Satisfactory	15	28.8	15	28.8	
	Fair to poor	14	26.9	11	21.2	
		<u>52</u>		<u>52</u>		
Competitive salary schedule:	Very good	22	43.1	28	54.9	11.8
	Satisfactory	15	29.4	11	21.6	
	Fair to poor	14	27.5	12	23.5	
		<u>52</u>		<u>52</u>		
Average: Adequacies of the position:	Very good	26	49.8	32.5	61.8	12.0
	Satisfactory	14	26.2	13	25.3	
	Fair to poor	12	24.0	6.5	12.9	
		<u>52</u>		<u>52.0</u>		



schedule--11.8 percent of improvement.

The question, "the participation of faculty members in faculty functions," showed a minus 13.5 percent, when comparing the difference between the past and present positions under the rating of very good.

Table VII, on page 26, dealing with the adequacies of the community, revealed that the educational opportunities for their children--21.2 percent of improvement, and the location of the community with respect to metropolitan areas --21.1 percent of improvement, were considered primary items. Factors considered secondary were the communities support of the educational system--17.7 percent of improvement, adequate housing--13.8 percent of improvement, proximity to outdoor recreation--15.4 percent of improvement, community government--15.4 percent of improvement, community size--15.8 percent of improvement, and desired climate--19.2 percent of improvement.

Table VIII, page 28, dealing with the personal objectives of the teacher, indicates that the possibilities of advancement within the school district--38.0 percent of improvement, the possibilities of better teaching conditions --32.0 percent of improvement, the opportunities in finding employment for the spouse--35.7 percent of improvement, and a better salary schedule--21.6 percent of improvement were primary in leaving and in selecting a teaching position.

TABLE VII  
ADEQUACIES OF THE COMMUNITY

Item	Ratings	Past position		Present position		Percent of change
		#	%	#	%	
Community support for school activities:	Very good	26	51.0	24	47.0	-4.0
	Satisfactory	14	27.5	16	31.4	
	Fair to poor	11	21.5	11	21.6	
		<u>51</u>		<u>51</u>		
Community support for the educational system:	Very good	16	31.3	25	49.0	17.7
	Satisfactory	18	35.3	18	35.3	
	Fair to poor	17	33.7	8	15.7	
		<u>51</u>		<u>51</u>		
Community support for a bond issue:	Very good	20	40.0	24	48.0	8.0
	Satisfactory	13	26.0	13	26.0	
	Fair to poor	17	34.0	13	26.0	
		<u>50</u>		<u>50</u>		
Opportunities for adequate housing:	Very good	14	27.4	21	41.2	13.8
	Satisfactory	16	31.4	7	13.7	
	Fair to poor	21	41.2	23	45.1	
		<u>51</u>		<u>51</u>		
Educational opportunities for children:	Very good	22	42.3	33	63.5	21.2
	Satisfactory	18	34.6	11	21.2	
	Fair to poor	12	23.1	8	15.3	
		<u>52</u>		<u>52</u>		
A desirable community size:	Very good	19	37.2	27	53.0	15.8
	Satisfactory	11	21.6	11	21.6	
	Fair to poor	21	41.2	13	25.4	
		<u>51</u>		<u>51</u>		

TABLE VII (continued)

Item	Ratings	Past position		Present position		Percent of change
		#	%	#	%	
Location of community with respect to a metropolitan area:						
	Very good	17	32.8	28	53.9	21.1
	Satisfactory	10	19.2	13	25.0	
	Fair to poor	<u>25</u>	48.0	<u>11</u>	21.1	
		52		52		
Location of community with respect to outdoor recreation:						
	Very good	32	61.5	40	76.9	15.4
	Satisfactory	14	26.9	11	21.2	
	Fair to poor	<u>6</u>	11.6	<u>1</u>	1.9	
		52		52		
Location of community with respect to climate desired:						
	Very good	24	46.2	34	65.4	19.2
	Satisfactory	13	25.0	13	25.0	
	Fair to poor	<u>15</u>	28.8	<u>5</u>	9.6	
		52		52		
Average: Adequacies of the community:						
	Very good	20	39.2	27	52.9	13.7
	Satisfactory	15	31.4	13	27.4	
	Fair to poor	<u>16</u>	29.4	<u>10</u>	17.7	
		51		51		

TABLE VIII  
ADEQUACIES OF THE PERSONAL OBJECTIVES

Item		Past position		Present position		Percent of change
		#	%	#	%	
Possibility for advancement with the school district:	Very good	12	24.0	31	62.0	38.0
	Satisfactory	12	24.0	13	26.0	
	Fair to poor	26	52.0	6	12.0	
		<u>52</u>		<u>52</u>		
Possibility of better teaching conditions:	Very good	19	38.0	35	70.0	32.0
	Satisfactory	12	24.0	13	26.0	
	Fair to poor	19	38.0	2	4.0	
		<u>50</u>		<u>50</u>		
Possibility of better extra-curricular position:	Very good	15	32.6	22	47.8	15.2
	Satisfactory	17	37.0	17	37.0	
	Fair to poor	14	30.4	7	15.2	
		<u>46</u>		<u>46</u>		
Better salary schedule than other districts:	Very good	14	27.4	25	49.0	21.6
	Satisfactory	18	35.3	11	21.6	
	Fair to poor	19	37.3	15	29.4	
		<u>51</u>		<u>51</u>		
Opportunity for finding better employment for spouse:	Very good	9	21.4	24	57.1	35.7
	Satisfactory	9	21.4	9	21.4	
	Fair to poor	24	57.2	9	21.5	
		<u>42</u>		<u>42</u>		
Average: Adequacies of the personal objectives:	Very good	14	28.7	27	57.2	28.5
	Satisfactory	14	28.3	13	26.4	
	Fair to poor	20	43.0	8	16.4	
		<u>48</u>		<u>48</u>		

### III. EVALUATION OF POSSIBLE HYPOTHESES ON ADVANCING IN THE TEACHING PROFESSION

The intent of this section of the questionnaire was to determine if changing teaching positions was considered to be accepted way of advancing in the teaching profession.

Table IX, on page 30, indicated that the hypothesis of accepting a position to gain experience, with the intent of moving to a more desirable system was only accepted by 40.8 percent of the participants. The hypothesis of accepting a position in a desirable system and waiting to advance within the district was selected by 30.6 percent.

The last part of Table IX, page 30, revealed that the majority, 53.8 percent, rejected the hypothesis that changing teaching positions was the most rapid method of attaining a desired teaching, administrative or extra-curricular position in the profession.

### IV. SUMMARY OF CHAPTER IV

The inferred primary causes of teachers leaving their past position and in selecting their present position are listed below. The factors are listed according to the favorable amount of improvement in percent between the past and present teaching positions under the rating of very good.

TABLE IX

DATA IN EVALUATION OF POSSIBLE HYPOTHESES ON  
ADVANCING IN THE TEACHING PROFESSION

Proposed hypothesis	Number of participants	Participants agreeing
1. Accepting a position in a small school district to gain experience and then to move to the desired position in another school district.	20	40.8
2. Accepting a position less than desired in a desired school district and advance within the school district.	15	30.6
3. Accepting neither of the above hypotheses as the most accessible way to advance within the teaching profession.	14	28.6
Total	49	100.0
4. Accepting the hypothesis that the most rapid method of attaining a desired teaching, administrative, or extra-curricular position in the teaching profession was by changing school districts.		
Accepted	20	38.5
Rejected	28	53.8
Did not answer	4	7.7
Total	52	100.0

1. The possibility of advancement within the school district.
2. The opportunity of finding better employment for the spouse.
3. The possibility of finding better teaching conditions.
4. The faculty morale.
5. The administration's administrative ability.
6. The salary schedule.
7. The professionalism of the faculty.
8. The educational opportunities for their children.
9. The location of the community with respect to a metropolitan area.

The inferred secondary causes of teachers leaving their past and in selecting their present teaching positions are listed below. The factors are listed according to the favorable amount of improvement in percent between the past and present teaching positions under the rating of very good.

1. The reasonable non-teaching duties.
2. The location of the community with respect to the climate desired.
3. The community support for the educational system.
4. The administration's effort to help new teachers.
5. The population of the community.
6. The communities' governmental system.
7. The location of the community with respect to outdoor recreation.
8. The possibility of better extra-curricular positions.

9. The equality of the teaching load.
10. The opportunities for adequate housing.

Factors that were inferred as being insignificant in this study as being causes of leaving the past position and in selecting the present position are listed below.

1. The cohesiveness of the faculty.
2. The independence of classroom procedure.
3. The adequacy of teaching aid and materials.
4. The community support of school activities.
5. The community support of a bond issue.

The only factor that received a minus rating in tabulating the results of significance was "faculty participation in faculty functions." This finding should not be construed as detrimental in judging the new position.



## CHAPTER V

### SUMMARY AND CONCLUSION

It is the purpose of this Chapter to summarize this study and to make warranted inferences and conclusions that appear appropriate.

The purpose of this study is to develop some valid answers and to determine some sound theories concerning the problem of teachers changing teaching positions.

The hypotheses to be tested were: (1) A teacher leaves a school district because he believes that there is more opportunity for advancement in his field by changing to another school district, and (2) the salary schedule is not a primary factor in determining whether a teacher will select one teaching position over another.

#### I. SUMMARY

Inference drawn from the first part of this survey indicates that teachers, involved in this study, usually moved after the second or third year of teaching. In most instances, this was the first change for the participating teachers.

Findings indicate that most teachers start their teaching career at the lower grade levels, in a smaller school and community. Teachers moving in the profession,

usually migrate to the more urbanized geographic regions where the larger schools are located. This would seem to imply that teachers prefer not to teach in a small school, because of the personal status, the traditional philosophy, and the lower maximum salary associated with the smaller rural communities and school districts.

Conclusions drawn from the second part of the survey, dealing with evaluation of the past and present teaching environment, reveals that factors such as professionalism, and the morale of the faculty along with the leadership abilities of the administration are primary factors in leaving or selecting a new teaching position. These findings seem to emphasize that the administrative ability and leadership of a school district are of extreme importance in determining the causes of teacher turnover and the number of job applicants. These implications correlate with the findings of Berry (see Table II, page 11).

The decrease in the rating of faculty participation at faculty functions would be attributed to the fact that at the time of the survey, intra-staff relations had not been fully developed. This could also be due to the increased size of the faculty.

When averaging all items concerned with the teaching position, past and present, it could be inferred that the teaching position was a secondary factor. Only a 12.0

percent of improvement was indicated in causing teachers to leave their past position and in selecting their present position.

Findings drawn from the second part of the survey, dealing with the evaluation of the community at the past and the present teaching position, would be that the educational opportunities available to the children were one of the primary factors in causing a teacher to move or to select a new teaching position. It is assumed that the participant would usually be a part of the school district that his children are in; therefore, it could be assumed that a personal feeling of advancement to a better quality school district was important in leaving the past teaching position and in selecting the present teaching position.

The proximity to an urban area reflects earlier findings done by the National Education Association that teachers prefer to live near the larger cities.

When averaging all items concerned with the community, past and present, it appears that the community is a secondary factor, 15.8 percent of improvement, in leaving the past or in selecting the present teaching position.

Conclusions drawn from the second part of the survey, dealing with the possibilities of fulfilling the personal objectives at the past and the present teaching positions, are now presented. Findings are well supported that the

personal aspirations of the individual teacher are primary in causing teacher turnover. This factor correlates with research done by Browning.

Salary was considered a primary factor; however, the possibilities of finding employment for the spouse showed a far greater percent of improvement in changing positions.

Conclusions drawn from the third part of the survey, dealing with the possible hypothesis of advancing in the teaching profession, indicate that there is no uniform method acceptable to the participants. This information would seem to support earlier findings that changing teaching positions is a matter of the personal outlook of the individual teacher.

## II. CONCLUSIONS

The primary factor influencing teachers to change a teaching position would be the degree to which the teacher has satisfactorily attained his goals in the teaching profession. This conclusion supports the first hypothesis stated.

Of significant importance in causing teachers to change teaching positions was the competitiveness of the salary schedule. The author believes that the salary schedule is an influencing factor in deciding to leave the past position or in selecting the present position,

usually when all other factors are equal. This conclusion is consistent with the second stated hypothesis.

The secondary factors causing teachers to change teaching positions would be the actual geographical location, the teaching assignment, and the leadership displayed by the school district's administration.

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## BIBLIOGRAPHY

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## APPENDIX

October 21, 1965

Dear \_\_\_\_\_:

Having entered the teaching profession within the past few years, you have along with possibly 15% of the teaching profession, accepted a different teaching position for the 1965-1966 school year. Numerous reasons are accountable for this mobility. I hope, with your cooperation, to make a survey for my Master's thesis of the reasons why teachers leave a teaching position and what caused them to select their new position.

It is hoped that this study will develop reasons why some school districts have an abundance of teacher candidates and a high retention of personnel and why other districts have a high rate of turnover and few applicants. Placement directors and administrators will be able to use this information in recommending and selecting personnel.

The criteria for selection of the sample was done under the guidance of Dr. Ed. Erickson, my committee chairman, and Mr. Erling Oakland, Placement Director of Central Washington State College. Your name was selected along with other teachers who had between one and six years of teaching experience, a graduate of Central Washington State College, and had accepted a new position for the 1965-1966 school year.

Your cooperation in filling out this questionnaire at your earliest convenience would be appreciated. A self-addressed envelope is enclosed for your convenience. If you care for the results of this survey, please complete item number 47 at the end of the questionnaire.

Sincerely yours,

Mr. Jack McKay  
1818 East Fifth  
Port Angeles, Washington

General Information

(Circle One)

1. Years of teaching experience ..... 1 2 3 4 5 6 or more
2. Levels of teaching experience ..... pri. inter. junior senior
3. Different school districts taught ..... 1 2 3 4 5 6 or more  
in (include present)
4. Number of faculty of last school ..... 0-10 10-20 20-30 30-40 40+  
taught in
5. Number of faculty at new teaching ..... 0-10 10-20 20-30 30-40 40+  
position (1965-1966)
6. Distance from summer school campus ..... 0-25 25-50 50-100 100-200 200+  
to last position in miles
7. Distance from summer school campus ..... 0-25 25-50 50-100 100-200 200+  
to new teaching position
8. Distance from metropolitan area ..... 0-25 25-50 50-100 100-200 200+  
(i. e. Seattle or others to last  
teaching position)
9. Distance from metropolitan area ..... 0-25 25-50 50-100 100-200 200+  
to new teaching position
10. Your new position is a \_\_\_\_\_ ..... lower same higher  
grade level than at the last position

Questions 11 through 16 are to be filled out with respect to your personal aspirations in the teaching profession. (Be specific, if possible)

11. Grade level: (primary, intermediate, junior, senior, college) \_\_\_\_\_
12. Administrative level: (teacher, counselor, principal, etc.) \_\_\_\_\_
13. Extra-curricular responsibilities: (coaching, music, drama, etc.) \_\_\_\_\_
14. Part of state: (Region) \_\_\_\_\_
15. Size of community: (100, 5,000, 20,000, etc.) \_\_\_\_\_
16. Size of faculty: (2, 10, 30, 75, etc.) \_\_\_\_\_

Ratings: 5=excellent  
 4=good  
 3=satisfactory  
 2=fair  
 1=poor

<u>School faculty:</u>	Past Teaching Position 1964-1965 (circle one)	Present Teaching Position 1965-1966 (circle one)
17. Professionalism of faculty . . .	5 4 3 2 1	5 4 3 2 1
18. Cohesiveness of faculty. . .	5 4 3 2 1	5 4 3 2 1
19. Participation in faculty functions (atten- dance at dinners) . . .	5 4 3 2 1	5 4 3 2 1
20. Administration's administra- tive ability . . .	5 4 3 2 1	5 4 3 2 1
21. Faculty morale . . .	5 4 3 2 1	5 4 3 2 1
22. Administration's effort to help new teachers . . .	5 4 3 2 1	5 4 3 2 1
23. Reasonable duties and respon- sibilities other than teaching (hall duty, playground duty)	5 4 3 2 1	5 4 3 2 1
24. Independence in classroom procedure . . .	5 4 3 2 1	5 4 3 2 1
25. Equal teaching load . . .	5 4 3 2 1	5 4 3 2 1
26. Adequate teaching aids and materials . . .	5 4 3 2 1	5 4 3 2 1
27. Competetive salary schedule	5 4 3 2 1	5 4 3 2 1
<u>Community:</u>		
28. Community support of school activities . . .	5 4 3 2 1	5 4 3 2 1
29. Community support of educa- tion system . . .	5 4 3 2 1	5 4 3 2 1
30. Community support of bond issues . . .	5 4 3 2 1	5 4 3 2 1
31. Community government . . .	5 4 3 2 1	5 4 3 2 1
32. Educational opportunities for children . . .	5 4 3 2 1	5 4 3 2 1

Ratings: 5=excellent  
 4=good  
 3=satisfactory  
 2=fair  
 1=poor

Community:

	Past Teaching Position 1964-1965 (circle one)	Present Teaching Position 1965-1966 (circle one)
33. Opportunity for adequate housing . . .	5 4 3 2 1	5 4 3 2 1
34. A desirable community size .	5 4 3 2 1	5 4 3 2 1
35. Location of community with respect to metropolitan area	5 4 3 2 1	5 4 3 2 1
36. Location of community with outdoor recreation . . .	5 4 3 2 1	5 4 3 2 1
37. Location of community with respect to climate desired .	5 4 3 2 1	5 4 3 2 1

Personal Aspirations:

- |   |           |           |
|---|-----------|-----------|
| 38. Possibility for advancement within school district . . .                | 5 4 3 2 1 | 5 4 3 2 1 |
| 39. Possibility of better teaching conditions . . .                         | 5 4 3 2 1 | 5 4 3 2 1 |
| 40. Possibility of better extra-curricular position (coaching, drama) . . . | 5 4 3 2 1 | 5 4 3 2 1 |
| 41. Better salary schedule than other districts . . .                       | 5 4 3 2 1 | 5 4 3 2 1 |
| 42. Opportunity for finding better employment for spouse                    | 5 4 3 2 1 | 5 4 3 2 1 |
43. With respect to your personal goals, your last move to your present position was
- a. step forward
  - b. no change
  - c. a step backwards (circle one)
44. If offered your past position (1964-1965) next year (1966-1967) would you accept it? (yes - no)
45. It has been hypothesized that there are two methods to advance in the teaching profession. They are:
- a. by accepting a position in a small school to gain experience and then move to a desired position.

- b. accepting a position less than desired in a desired school district and advance up through the school system.

Which method do you agree with? (a. b. neither)

46. Do you feel that the most rapid method of attaining a desired teaching, administrative, or extra-curricular position in the teaching profession is by changing school districts? (yes-no)

47. Complete the following, if you wish the results of this survey:

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

November 20, 1965

Dear \_\_\_\_\_:

About a month ago, I sent out a questionnaire to you concerning the movement of school teachers from one school district to another.

I have not received that questionnaire and so I am enclosing another with a self addressed envelope for your convenience. If you would fill this out and return it by the Thanksgiving holidays I would greatly appreciate it.

Yours truly,

Mr. Jack McKay  
1818 East 5th  
Port Angeles, Washington

JM:TL